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ABSTRACT

This guide is intended as a resource document for the beginner in food services and food purchasing. The publication is divided topically by (1) purchasing procedures, (2) specifications and evaluation, (3) sources for purchasing food products, (4) storage of food products and inventory procedures, (5) type of food service management, and (6) status and future prospects of the school lunch program. (Pages 13-16, 18-21, and 30-33 may reproduce poorly.) (Author/MLF)

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FOOD PRODUCTS PROCUREMENT, RECEIVING AND STORAGE GUIDE

Research Bulletin 110

Kansas Association of School Business Officials

Research Committee

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ACKNOWLEDGMENTS

Many people and agencies have helped us collect and compile this report. The Committee wishes to thank those who have helped who were not on the Committee but were asked by the Committee to supply information which they had. Our School Dietitians and Head Cooks have given willingly of their time. We wish to acknowledge the fine cooperation we have received from the various company representatives. The State of Kansas Department of Purchasing and the Kansas School Lunch Department also were very helpful. And finally we wish to thank the Haysville Business Office Secretary who typed and assembled this report.

INTRODUCTION

This, the second edition of this research, has some additions and some changes. This report is not complete in any area, but we feel it is a good resource document for the beginner in Food Services and Food Purchasing. Therefore, we urge you to also consult some of the books and documents listed in the Bibliography.

The Research Committee which has served in this area for two years will, upon completion of this revised edition, end its services on the Committee. We feel a new Committee will add new ideas and improve on what has been started.

John F. Wiebe
Committee Chairman

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Chapter 1

PURCHASING PROCEDURES

The largest part of the school lunch dollar is spent for supplies and food products. Therefore, it behooves each school district to "shop around" for the best price for this product. Generally, quantity buying will save the school lunch program money. When the head cook or purchasing agent desire to purchase in quantity, certain procedures and methods of buying should be followed in order to receive the best product for the best price.

School Administrators should keep in mind that the purchasing of food products cannot be done on the same basis as purchasing hardware items. The purchasing of food products should always involve the individuals directly responsible for the serving of these products. The procurement of food and related items, requires special buying techniques normally not required of the buyer of general products.

To emphasize the importance of following good purchasing procedures, we have chosen to insert a letter which was written to one of the committee members in response to our request for aid and information. The letter is inserted as it was sent to us, however, the writer's identity is withheld for obvious reasons.

"Dear Sir:

First, we wish to express our thanks for the opportunity to air our views regarding bidding on school and state food requirements.

There are several facets of this business that make it somewhat undesirable for many suppliers to bid.

There should be a more definite commitment on the buyers part in specifying amounts. So many times merchandise is brought in and not used, causing over-stocking at sellers level.

We believe there should be more uniform specifications as to grade, packs, etc. There should be more sampling of product. There are many items packed under lesser than Grade A that are perfectly suitable for school and institutional use and are being used in many commercial institutions. In most cases US Grade B, is this grade because of size irregularity, maturity, etc., which in no way harms the food value. We know of many schools that are saving money by using some Grade B merchandise. Of course they check samples.

Another factor that would make school and state business more desirable is improvement in the pay schedule. It now takes from 30 to 90 days for our pay to come in after we have filled the orders. At todays prime rate of 8% you can see our problem here and no doubt is more critical for the smaller business man. Any improvement in this situation would be a big plus and would result in lower bids.

Deliveries would certainly be a factor. Any schedule should be specified in bid request. Truck operation is costly and is a factor in the prices users pay.

Communications is another important factor for all concerned. We find many instances where due to lack of knowledge of what items are specified on certain contracts, the receivers are taking in merchandise other than that specified.

We believe that all contracts should be clearly stated as to brand packs and grade and that everyone concerned be made familiar with these specifications.

We hope this will be of help to you and again thank you.

Yours truly,"

Why purchase by bids? There is considerable controversy among buyers of food products and school administrators concerning the value of purchasing by bids. School personnel are afraid, in many instances, to purchase food products by bid. We are not educated as we should to properly evaluate food goods.

Purchasing by bids, also involves centralized purchasing. The administration of a school lunch program becomes more complicated when purchasing is centralized. The head cook in a given kitchen, no longer has the direct contact with the salesman and no longer has the right to determine the brand of food products she uses. The purchasing agents or the school lunch dietician have shied away from centralizing the purchasing of food products because they are not willing to accept the responsibility should the products be inferior or their purchases become uneconomical. The School Food Purchasing Guide, Research Bulletin No. 7, gives a convincing argument for centralized purchasing and purchasing by bids. This guide is published by the American Association of School Business Officials and we will take the liberty to quote directly from their research bulletin.

"A well-formulated centralized purchasing program will provide the following advantages:

Better budgetary and fiscal control.

A reduction in the number of vendors, in the number of invoices, and the amount of records and paperwork.

Standardizations of products can be achieved by the adoption of standard specifications.

A reduction in the number of inventory items and less variety of material used.

Unit costs are lowered by pooling needs of common use items to take advantage of volume buying.

Savings and discounts can be earned through prompt payment of invoices.

Development of qualified personnel through specialization.

The benefits of competition may be obtained.

Authority and responsibility for purchasing are centered.

Orders and deliveries to individual schools may be made on a planned coordinated basis.

Reduction in the vendor's cost of selling to schools with a consequential reduction in vendor's prices.

Reduction of inventories with better judgment regarding quantities and greater utilization of purchases because transfers between units can be made."

What are the values of cooperative purchasing involving several school districts? The Sedgwick County Group has been cooperatively purchasing in several areas for three years. We have cooperatively purchased food products since the summer of 1968. These years of experience have been most enlightening and in most cases favorable. We intend to continue purchasing cooperatively the food products for our lunch programs. The benefits received from cooperative purchasing are basically the same as those listed in a previous paragraph for centralized purchasing within a school. The cooperative purchasing groups obviously increase the volume and also increase the competitive nature of the bids.

Cooperative purchasing is a method of pooling the knowledge that the various purchasing agents have within the cooperative purchasing group. Schools who do not have, within their community or on their staff, well qualified food purchasing agents will benefit from the cooperative purchasing of food goods.

Another advantage to be considered in cooperative purchasing is the saving in time and effort that must go into centralized and bid purchasing. One person normally serves as the agent for the many schools or districts who have agreed to cooperatively purchase the products. Preparing bid sheets and evaluating the product bid need only to be done once for all the schools represented in the cooperative group.

Any cooperative agreement entered into by a group of schools must first have the approval of the Board of Education of each district. This is necessary information for the vendors so that they know that the quantities given to them for bid will be honored by the individual school district.

When purchasing food products cooperatively, additional care must be taken to clearly spell out the procedures to be followed by the schools and the vendors. All contacts with the vendors should be made by one individual to avoid duplication and misunderstanding.

In addition to the normal bid requirements and specifications, groups purchasing cooperatively, should inform the vendors that the individual schools will issue a purchase order for their share and that the schools should be billed individually. Most cooperative groups do not have the power to purchase as a group or to make payments for such purchases. In essence, the cooperative is an honorary system whereby all verbally agree to honor the products selected by the group, from the vendor selected by the group or the group representative. The following is a copy of the cover letter that was sent with the South Central School Purchasing Association Food Bid request last summer.

"Bids will be received in behalf of the South Central School Purchasing Association, for the items listed on the enclosed sheets. Bids will be accepted until 1:00 p.m. on Monday, September 15, 1970. Bids are to be submitted on the forms supplied and all other forms will be rejected. Bids are to be submitted to John Wiebe, Business Manager, Haysville Schools, 1745 West Grand, Haysville, Kansas. All questions concerning this request for bid should be directed to Mr. Wiebe.

The following guidelines will help you to determine quantity and delivery schedules. The bid consists of nine sections and we are giving a brief description for each section.

Section A & B consists of items that will call for four deliveries as given on the attached breakdown. Vendors are advised that the schools involved will issue one purchase order for the year's total, however, we request to be invoiced for only those items delivered. Enclosed is a listing of eleven points of delivery. We are not indicating the volume to each delivery point at this time as we wish all schools to receive the same price for the same item. We are requesting that the vendors, as far as is possible, to submit samples on or before September 15. We recognize that in some cases the product will not be

available. If in doubt we will select a variety for which we have a sample and are sure of the contents. The sample should be sent to Mr. Wiebe at the above address.

Section C consists of meats, canned and fresh. The delivery of these items will vary. The canned items will be delivered according to the four times a year schedule. The fresh meats will be delivered weekly upon order of each individual school. Normally the schools will be able to order their fresh meats two weeks in advance of delivery.

Section D consists of frozen goods. The items in this section should be available for delivery bi-weekly upon order by the individual schools.

Section E consists of fresh products. These items should be available for delivery weekly upon advance order by the individual school.

Section F consists of milk products and will be delivered daily as per the order of the individual school.

Sections G, H and I are requested on a one delivery basis. These items should be delivered sometime after September 28 and before October 2, 1970, unless mutual greement with the individual school is made to the contrary.

All deliveries are to be made between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday except on holidays. All items shall be properly crated or packaged by the supplier to ensure delivery in good condition. All freight and delivery charges shall be paid by the vendor and included in the bid price. The vendor shall, at his own expense, amend and make good any defective or unsatisfactory items or products. The right is reserved by the South Central School Purchasing Association to reject any or all bids and/or the selection of item by item. Also, each board of education reserves the right to return any item which, in the purchasers mind does not meet their requirements.

All material containers must be free from rust and large dents or sharp cuts. Paper carboard or plastic containers should be free from tears and should not show signs of water or excessive warehouse deterioration.

Be it understood by the vendors, that the South Central School Purchasing Association will not issue any purchase orders. Purchase orders will be issued by the individual schools and successful vendors will be required to invoice the individual schools."

When to buy food products? Food products are different from other merchandise items in that they are seasonal and are not produced within a geographical area on a year-round basis. Food suppliers usually purchase once or twice a year for the amount they anticipate they will sell during the off-season. The month for purchasing most canned goods also varies with the location. We have been advised by the major food suppliers that it would be to the best advantage for the schools of Kansas to purchase canned fruits and vegetables during the latter part of August and first part of September. Bid requests listing the quantity of each item should be given to the vendors during the month of August but the vendors should not be required to return the final bid until approximately September 15. This will allow the food buyers time to take the quotation to the packers and canners and make purchases specifically geared to the request. This is somewhat of an inconvenience to most schools as most of the school lunch programs begin serving as early as the last week in August. Therefore, it would be desirable for the schools to plan a one month carry-over from one school year to the next. The delivery of most canned goods on a staggered basis is not a problem with many of the large concerns. Therefore, we have found it advantageous to stipulate delivery three times each year. We, also, issue purchase orders three times each year and make payments on a quarterly basis.

The purchasing of fresh vegetables and fruits is entirely different from the purchasing of canned goods. It is our recommendation to purchase fresh fruits and vegetables on a weekly basis. It is almost impossible to find a vendor who will guarantee prices for fresh food items for an entire year. The prices vary from week to week on the basis of weather conditions and distance required to transport the item.

The purchasing of meat products and most frozen items can be done on an annual bid. When buying meat products or frozen goods, the specifications must declare frequency of delivery and an estimated amount you will require each month.

What are the legal aspects of bid purchases? One of the reasons why some schools shy away from centralized bid purchasing is to avoid some of the legal complication that could develop if bids are not properly handled. We are trying to mention some of the most common guidelines which will help us to avoid legal complications.

The purchasing agent, for the school or for a cooperative group, should be sure they do not go beyond purchasing powers authorized by state statutes or board of education policy. If board of education policies do not provide the authority for cooperative purchasing, purchasing agents should advise their boards of the necessity of such a policy.

In all cases unified school districts should issue purchase orders for only the products which will be consumed and paid for by and within that unified school district. A board of education or a purchasing agent has no power to purchase for other institutions or individuals.

To make the request for bid understood and clearly defined, it should include the following items:

1. A detailed calendar concerning when the bids were released, when they will be required to be turned in, when the orders will be given, what the delivery dates are, and when payment for the products will be made.

2. The requirements and specifications concerning who is eligible to submit a bid should be spelled out.

3. Bid opening procedures--this would include a statement concerning whether or not the vendors are encouraged to attend the bid opening ceremony. It should, also, include a statement concerning what will be done with late bids.

4. Procedures should be outlined concerning alternates to the item requested or the specifications.

5. The purchasing group or agent should indicate if brand substitution will be allowed, if the product is comparable.

6. A statement should be made reserving the right for the group or school district to reject any or all bids for any or all items. The stipulation should also include a statement giving the group or school the right to waive defects within the specifications.

7. It is to the advantage of the school district and the vendor to stipulate what will be done in case of increases in the orders or to what extent the quantity can be decreased. The specific percentage limitations should be indicated on the bid request.

8. The request for bids should include a clause stating that inferior products or damaged shipments will be returned at the expense of the vendor.

9. Procedures for awarding the bid in case of tie bids should be stipulated.

10. Signature of person submitting the bid--person signing should also show his relationship with the company he represents.

Purchasing Ethics. It is well for all purchasing agents to abide by rules of courtesy in dealing with product representatives. The following twenty-five points give a good coverage of the rules of conduct which should be practiced by all purchasing agents.

1. Courtesy shall be extended to all salesmen or representatives inquiring for business. It is thoroughly good conduct to decline to see salesmen who desire to present subjects of no interest to the purchaser.

2. The time of salesmen shall not be needlessly wasted in having and completing interviews.

3. Truth and honesty shall be observed in all interviews. No misleading statements shall be made to secure lower prices, nor shall prices of competitive firms be shown to each other.

4. The seller who offers a lower price for equal quality and quantity shall get the order; it shall not be given to his competitor at the same figure.

5. In order to secure competitive prices, standard weights shall be established in purchasing fish, poultry and meats, etc., and standard packages for groceries and dry stores.

6. When purchasing in quantity, direct connections for purchase should be made with the product or manufacturer.

7. The purchase of branded goods or those with trade names indicates an approval of the quality. Goods shall not be refused acceptance if correct brand is delivered.

8. The purchase of goods of specified quality permits acceptance or rejection of same, after delivery and examination.

9. Purchaser should require a written copy of all terms and conditions of a sale, and see to it that the conditions and terms are plainly stated and that the copy delivered to purchaser is exact counterpart of copy retained by the seller.

10. Close inspection of purchases shall be made, both to keep sellers rigidly to delivery of quality of goods purchased, and to, also, maintain uniform standards of quality in the restuarant.

11. It is thoroughly ethical to decline to accept goods delayed in delivery beyond the time specified, provided that acceptance would cause loss to the purchaser. It is unethical to decline goods or delayed delivery if no loss has resulted from such delay.

12. The terms of payment governing the purchase and the place of free delivery shall be fixed at the time the purchase is made and carried out to the letter. Discounts for cash can be taken only if payment is made within the time limit specified. When discounts are offered the purchaser shall insist that the term of discount begins after receipt of goods.

13. All bills for purchases shall be paid according to specified terms of sale. If long-term payments are desired, a legitimate interest charge shall be paid for the accomodation.

14. Pay bills when due, and with local checks, or explain to your creditors your failure to do so.

15. Deductions made for delivery costs shall not be made unless place of delivery is specified.

16. Goods shall not be returned after pause of reasonable time and in no case should merchandise be returned freight collect.

17. All goods received in error or in excess of those billed, should be promptly reported, in the same manner as are incorrect charges and over-charges.

18. Any complaint as to quality or quantity shall be reported immediately by the purchaser.

19. Arbitrary adjustment of bills for any cause whatsoever with notice is unethical.

20. It is wrong to seek to obtain redress in adjustment by threat to discontinue business relations.

21. Errors in purchasing shall not be corrected by rejection or non-acceptance of goods on invented falsities.

22. Containers not charged for and not included in the charge for contents shall be carefully returned, or, if not used, shall be paid for to the party to whom they belonged.

23. Where containers are charged for, they shall not be returned for credit unless in good condition. Deductions of containers before their return is unethical.

24. The purchasing agent shall not accept any gratuity, commissions, allowance or any indirect profit in connection with any purchase.

25. He shall not, while acting as purchaser, be at the same time, without disclosing the fact to the proprietor or executive officer, if it be a corporation, a director or share holder in any company, or own any interest in any business or partnership from whom he purchases.

Chapter 2

SPECIFICATIONS & EVALUATION

Specifications. It is important that one identifies, to the best of his ability, what is being purchased. A good set of specifications communicate to one another what the item is that is being considered in the negotiation. Specifications determines the quality that is being sought and the putting of these specifications in writing makes the bid statements binding for both the purchaser and vendor.

We will, once more, refer to information taken from the American Association of School Business Officials Research Bulletin No. 7. For information in addition to what we will list here, please refer to Section 3 of the bulletin mentioned.

"Generally, two types of specifications are used:

1. Specification by trade or brand name.

2. Specification by identification with standards known to the trade (U.S. Grades).

A good specification should be:

-As simple as is consistant with exactness, but so specific that a loophole will not allow a bidder to evade any of the provisions and thereby take advantage of his competitors.

-Identified with product or grade already on the market.

-Capable of being checked. The method of checking specifications should be identified, such as label, certificate of grade, use of acceptance service, etc.

-Reasonable in terms of tolerance as fair to the seller and as protection to the buyer, as is possible.

-Capable of being met by several bidders for the sake of competition.

-Clear

A specification can be brief or elaborate, however, vendors have little time to read lengthy specifications. All food specifications should include the following:

-Name of product.

-Federal grade, brand or other quality designation.

-Size of container or unit on which prices will be quoted.

-The quantity required per container or per pound.

In addition, any other information which helps to describe the condition of the product to be delivered may be included. A specification communicates to the vendor the product you wish to purchase. All specifications should be discussed with the vendors so there is no misunderstanding about the product to be delivered. Additional information that might be included is as follows:

-Canned Goods - Type or style, pack, syrup, density, count, size, specific gravity, geographical origin, U.S. Grade.

-Meat Products - Age, exact cutting instructions, weight range, composition, condition upon receipt of product, fat content, cut of meat to be used, market class, U.S. Grade.

-Fresh Fruits and Vegetables - Variety, fill of container, degree of ripeness or maturity, geographical place of origin.

-Frozen Foods - Temperature on receipt, variety, sugar ratio, geographical origin.

-Dairy Products - Butterfat content, milk solids, temperature on delivery, bacteria content."

In addition to the information given above, it is generally accepted in catagorizing canned vegetables that three grades determine the quality. The first grade, normally called Grade A or Fancy, means the best quality, flavor, size and color. The second grade, normally called Grade B or Extra Standard, simply means slightly not as fancy or as good as Grade A. And finally, Grade C or Standard, is referred to as the average of a particular crop in both size and texture. These three grades can also be applied to canned fruits although the word choice is associated with Grade B Packings. Normally, schools will do best to purchase Grade B products.

The committee has tried to develop specifications for individual food items and those are listed in the following pages. The list is certainly not complete but it does include most of the items used in a Type A Hot Lunch Program. As this report is revised from year to year, it is our hope that these specifications will become more exact and that more items will be added to the list.

SECTION A - FRUITS

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
1.	APPLESAUCE, U.S.Grade A(fancy) Medium Sweet, packed 6/10. Min.Net Wt. 107 oz.	_____cases	$_____case	_____
2.	APPLES, U.S.Grade A (fancy) Heavy in water, York Imperial Min.Dr.Wt. 7 lbs. 6/10	_____cases	$_____case	_____
3.	APRICOT, Halves, U.S.Grade B (choice)unpeeled,pitted. Heavy syrup. Count 110. Min.Dr.Wt.62 oz., 6/10	_____cases	$_____case	_____
4.	APRICOT,Halves,U.S.Grade B (choice)unpeeled,pitted.Heavy syrup. Count 122-144,Heavy Pack, Min.Dr.Wt. 70 oz. 6/10	_____cases	$_____case	_____
5.	APRICOT, Pie,U.S.Grade C, Unpeeled,Solid pack pie, Min.Dr.Wt. 92 oz. 6/10	_____cases	$_____case	_____
6.	BANANAS,Sliced,Uniform ½" slices;Approx.400 to can. Drained wt. 72 oz. 6/10	_____cases	$_____case	_____
7.	BANANS ,Mashed;equivlent to 180 med.bananas per case; Net wt. per can 7¾ lbs. 6/10	_____cases	$_____case	_____
8.	BLACKBERRIES/MARIONBERRIES, 6/10 U.S.Grade A (fancy) Heavy syrup;uniform in quality & size (less than 20/32 in diameter) Must be free from defects, less than 5% defected berries & no foreign material or hard cores. MarionBerries are a variety of BlackBerries & other Western berries,bluish in appearance & turn red when cooked. Dr.Wt. 60 oz.	_____cases	$_____case	_____
9.	BLUEBERRIES,PIE, U.S.Grade B (choice)water packed.Min.Dr. Wt. 55 oz.; R-Enamel tins;6/10	_____cases	$_____case	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
10.	CHERRIES, Red Tart,U.S.Grade C, Water Packed,pitted,Min.Dr. Wt. 74 oz.,R-Enamel tins; Packed 6/10	_____Cases	$_____case	_____
11.	CRANBERRIES, Whole 6/10 case	_____cases	$_____case	_____
12.	CRANBERRY SAUCE, 6/10 case	_____cases	$_____case	_____
13.	MIXED FRUIT, U.S.Grade B (choice) no cherries, Heavy syrup, Min.Dr.Wt. 71 oz. Packed 6/10	_____cases	$_____case	_____
14.	GRAPEFRUIT SECTIONS, U.S. Grade A (fancy),Whole, Lt. syrup; Min.Dr.Wt.29-30-2/3 oz. 12/3 (46 oz.) Florida	_____cases	$_____case	_____
15.	NECTARINES,(Cross between a Peach & Plum) 6/10 U.S.Grade A (fancy);60-75 count; Yellowish Green in appearance,uniform in size & packed in heavy syrup. Must be free from defects (brown spots)Dr.Wt.68 oz.	_____cases	$_____case	_____
16.	MANDARIN ORANGES, 6/10;U.S.Grade B.(Standard)Whole & broken pieces.Must be firm & deep colored,without mushiness. May be japanese or other country products packed under American trade agreement. Must be free from defects.	_____cases	$_____case	_____
17.	ORANGE SECTIONS, U.S.Grade A (fancy)Valencia sections to consist of 66% DW & not less than 75% by weight of whole segments. Sections should weigh ¼ oz. each. Free from defects,ripe but firm. 12/3# per case	_____CASES	$_____case	_____
18.	PEACHES, HALVES, U.S.Grade B (choice) Yellow cling,halves, Heavy syrup, Min.Dr.Wt. 66 oz. 35-45 count, 6/10 California (or 40-50 count)	_____cases	$_____case	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
19.	PEACHES,SLICED,U.S.Grade B (choice) Freestone,Sliced, Lt.syrup,Standard in fill, 6/10; CALIFORNIA	_____cases	$_____case	_____
20.	PEACHES,DESSERT CUT,U.S.Grade A (fancy) 6/10; cuts of Yellow Cling Peaches approx 1/2 to 3/4" squares. Firm,solid peaches. Dr.Wt. 68 oz. or more	_____cases	$_____case	_____
21.	PEACHES, SLICED PIE,U.S.Grade B,Solid Pack,pre-heated,without water added.Min.Dr.Wt. 92 oz.	_____cases	$_____case	_____
22.	PEAR,HALVES,U.S.Grade B (choice)Heavy syrup, 45-50 count,Min.Dr.Wt. 63 oz.; 6/10 Calif., Bartlett	_____cases	$_____case	_____
23.	PEARS,DESSERT CUT,U.S. Grade A(Fancy) 6/10; Cuts of Bartlett Pears; approx.1/2 to 3/4" squares.Firm solid pears.Dr.Wt.63 oz. or more	_____cases	$_____case	_____
24.	PINEAPPLE,SLICED,U.S.Grade B (choice)Heavy syrup; ct.50; Min.Dr.Wt.61½ oz.; 6/10 Hawaiian.	_____cases	$_____case	_____
25.	PINEAPPLE TIDBITS,U.S.Grade B, (choice)Heavy syrup;Count 50; Min.Dr.Wt.61½ oz., 6/10 Hawaiian.	_____cases	$_____case	_____
26.	PINEAPPLE CRUSHED, U.S.Grade A (Fancy)Sweetened,Heavy syrup;Solid Pack;Min.Dr.Wt. Approx. 65 oz.; 6/10 Hawaiian	_____cases	$_____case	_____
27.	PLUMS,PURPLE, 6/10; Whole Italian Prune or Purple Plums; 75-85 count;Dr.Wt. 60 oz.; Purple in color,solid & firm; free from splits or mushiness. Less than 5% minor defects (flesh injury,surface blemish effecting the tissues) & major defects (insect, scab or blemish) Heavy Syrup	_____cases	$_____case	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
28.	PUMPKIN, 6/10 per case	_____cases	$_____case	_____
29.	FRUIT COCKTAIL, U.S.Grade B (choice) Must be of good color; free from dye stain of the Marsachino cherry & contain no cloudiness or sediment of fruit particles. Each fruit unit to be a 5/16" diameter, except pineapple which may be ½" thick & from 3/4 to 1¼" in length. Cherries to be havles & constitute 5% of the weight. Fruit shall be free from all defects such as seed cell, peel, spotting & discoloration. 25% by volume of peaches; 10% grapes; 20-25% pears; 20-25% pineapple; 6/10 cans, enamaled. Must be ripe & firm with no mushiness. 72 oz. D.W.	_____cases	$_____case	_____

SECTION B - VEGETABLES

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
1.	ASPARAGUS, U.S.Grade B(Standard) firm, tender, with not more than 25% fiber development. Must have good flavor, taste & be odor free and be green in color. Liquid to be clear with not more than a trace of grit. Less than 10% may be ½" or under. Spears must be cut into uniform pieces without added bottoms. Spears should be cut into a 4 pc. cut with 25% heads. May be water juice or a mixture pack. Labels to specify type pack.	_____cs.	$_____cs.	_____
2.	BEANS, GREEN, Cut, U.S.Grade B (extra-standard) Round, (3/4 to 1½"); Northwestern, Blue Lake, Sieve #3-4; Small-Medium; Min. Dr. Wt. 65 oz. 6/10; No stems or ends.	_____cs.	$_____cs.	_____
3.	BEANS, KIDNEY, U.S. Grade A (fancy) in Natural Juice; 7 lb. net wt. 2 oz.; 6/10 cans, enameled	_____cs.	$_____cs.	_____
4.	BEANS, GREEN, Cut, U.S. Grade A, Fancy, Nibble Cut, Northwestern Blue Lake, Short; Min. Dr. Wt. 65 oz.; Alternate	_____cs.	$_____cs.	_____
5.	BEANS, LIMA, U.S. Grade B Extra Standard . 50% Green in Color, young & tender. No split skins, broken beans or other defects Dr. Wt. 72 oz.; 6/10 enamel lined	_____cs.	$_____cs.	_____
6.	BEANS, BAKED, U.S. Grade A, Fancy White beans in tomato sauce with pork or pork products; Min. Dr. Wt. 7 lbs. 2 oz. packed 6/10 C-Enamel Tins	_____cs.	$_____cs.	_____
7.	BEANS, WAX, Cut, U.S. Grade B Extra Standard, Round, short cut, 3/4 to 1½", Northwestern Sieve #3-4; Small-Medium; Min. Dr. Wt. 65 oz. 6/10	_____cs.	$_____cs.	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LAST COUNT IF DIFFERENT FROM SPECIFICATION
8.	BEETS,WAFFLE CUT,U.S.Grade A (Fancy)Blood Waffle cut, tiny or small;Count 175 or over; Min.Dr.Wt.69 oz.; 6/10 C-enamel tins, Northwestern	_____cases	$_____case	_____
9.	CARROTS,DICED, U.S.Grade A (Fancy) 6/10	_____cases	$_____case	_____
10.	CARROTS,TINY WHOLE,U.S.Grade A (Fancy) 2 to 2½" long. 6/10	_____cases	$_____CASE	_____
11.	CARROTS,SLICED,U.S.Grade A (Fancy) Not over 1⅛" in diameter,Northwestern; Min. Dr.Wt. 69 oz.; 6/10	_____cases	$_____case	_____
12.	CARROTS,WAFFLE CUT, U.S. Grade A (Fancy) 6/10	_____cases	$_____case	_____
13.	CORN, WHOLE KERNEL,Golden, 6/10, U.S.Grade A (fancy) Uniform, young & tender,Dr.Wt.72 oz.; Bright yellow color;free from silks,husks, cob particles & off colored or damaged grains and be of good flavor	_____cases	$_____case	_____
14.	MIXED VEGETABLES, 6/10 Peas,beans,corn,limas and carrots	_____cases	$_____case	_____
15.	CELERY,DICED, 6/10 cans, Weight 6 lb. 2 oz.	_____cases	$_____case	_____
16.	HOMINY,COLORED, 6/10 cans	_____cases	$_____case	_____
17.	HOMINY,WHITE, 6/10 cans	_____cases	$_____case	_____
18.	ONIONS,CHOPPED,Equivalent to U.S.Grade A (fancy),Baby. 6½ tins.	_____cases	$_____case	_____
19.	ONIONS,MINCED,DEHYDRATED, Fully cooked & minced. Brown in color & free from over roasted or cooked onions. Uniform in size & appearance. 6/10 equal to 100+ lbs, per case of raw cooked onions.	_____cases	$_____case	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
20.	PEAS,GREEN, U.S.Grade A (Fancy,Sweet or Sugar, #4 sieve,Medium-Small Standard in fill; C-Enamel tins. 6/10. Bidder spicify size on bid	_____cases	$_____case	_____
21.	PEPPERS,GREEN, CHOPPED, 6/10	_____cases	$_____case	_____
22.	PEPPERS, GREEN HALVES, 25 count. 6/10	_____cases	$_____case	_____
23.	PEPPERS,DICED,RED, 6/10 Tender,uniform cuts of red peppers.Color must be standard throughout & contain ripe and damage free U.S.Grade A peppers	_____cases	$_____case	_____
24.	PIMENTOS, 12/case	_____cases	$_____case	_____
25.	POTATOES,SWEET,Cut & Whole, U.S.Grade A (Fancy) Golden, Water-packed;Moisture-fleshed variety.Min.Dr.Wt.72 oz.; Packed 6/10 C-Enamel tins	_____cases	$_____case	_____
26.	POTATOES, INSTANT, White Pre-cooked;Dehydrated, Granulated. Type, 6/10; 200-32 oz. servings per can wo/milk. Vit.C added	_____cases	$_____case	_____
27.	POTATOES, INSTANT Same as item #26 only in 40 lb. bags.	_____bags	$_____bag	_____
28.	POTATOES, WHOLE, CANNED, small, 6/10	_____cases	$_____case	_____
29.	SAUER KRAUT, U.S.Grade A (fancy) Fine (Shelly; fully fermented; sound, clean,chopped cabbage. Not less than 1% acid. To posess a light straw color.Shred approx. 1/32. Free from defects such as leaves pieces,dead leaves,core pieces,spotted or defective shreds.Dr.Wt. 80 oz.; 6/10	_____cases	$_____case	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER (VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
30.	SPINACH, 6/10, U.S. Grade A (fancy) Sliced in uniform sizes (spoon size) Fresh Green in color. Free from defects such as mildew, off-color, and grit. Dr. Wt. 70 oz.	_____ cases	$_____ case	_____
31.	TOMATOES, U.S. Grade B (extra-standard) Whole & broken; Solid pack; Min. Dr. Wt. 69 oz.; Indiana, 6/10	_____ cases	$_____ case	_____
32.	TOMATO CATSUP, U.S. Grade C (standard) Solids 25%; Medium Concentration; Min. Net Wt. 115 oz.; Cal.; Specific gravity 1.13; 6/10 R-Enamel tins.	_____ cases	$_____ case	_____
33.	TOMATO CATSUP, Same as item #32 only Individual packages-500 / case	_____ cases	$_____ case	_____
34.	TOMATO PASTE, U.S. Grade A (fancy) California, Med. Concentration; Not less than 23% solids; Sp. gravity; min, Net Wt. 104 oz.; 6/10 R-Enamel tins.	_____ cases	$_____ case	_____
35.	TOMATO PUREE, U.S. Grade A (fancy); Medium Concentration; Not less than 10.7% solids; 1.05 Sp. gravity; Min. Net Wt. 105 oz.; 6/10 R-Enamel tins.	_____ cases	$_____ case	_____
36.	TOMATO JUICE CONCENTRATE, 12/32 oz. cans per case	_____ cases	$_____ case	_____

SECTION C-MEATS
CANNED & FRESH

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
1.	HAM SHANKS, Defatted, skinless, boneless, 6/10 cans; 6 lbs. 12 oz. per can drain wt.	_____cs.	$_____cs	_____
2.	TUNA, U.S.Grade A (Fancy) Solid light in water, salt added. Min. Net Wt. 66½ oz. Packed 6/66½ oz. cans	_____cs.	$_____cs.	_____
3.	BONED CHICKEN, 60% Meat, U.S. Grade A Chickens; 50 oz. per can, 12 cans per case	_____cs.	$_____cs.	_____
4.	BEEF, GROUND, 10 lb. containers; Commercial or Good, All Beef; (Free from gristle, clots, bruises, excess moisture and extenders) Fat content to be not more than 20%. Total moisture, fat and cook-out, not more than 30%	_____lbs.	$_____lb.	_____
5.	FRANKFURTERS, 5½ to 6" long; 10 links per lb.; 10 lbs. per container with ingredients used on the labeling. ALL MEAT.	_____lbs.	$_____lb.	_____
6.	BOLOGNA, All meat stuffed in artificial casing; 4" to 6" in diameter. Weight 8 to 12 lbs. Ingredients used marked on each label.	_____lbs.	$_____lb.	_____
7.	STEW MEAT, Hand or machine cut 3/4 to 1" squares. Surface & seam fat not to exceed ¼" per piece. Trimable fat content to be less than 25%. U.S. Grade C Meat.	_____lbs.	$_____lb.	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
8.	BEEF LIVER, Selection #1 (7 to 12 lb. livers) Derived from young animals. Liver shall be firm & sound, fresh, trimmed of all external attachments, ragged edges & large blood vessels. Sliced into uniform sizes 3/8" to 1/2" thick. If frozen it shall be layer packed separated by grease & moisture resistant paper.	_____lbs.	$_____lb.	_____
9.	TURKEY ROLLS, Pre-Cooked; Grade A; U - 10 lbs. wgt. 60/40(white-dark) % breakdown. Free from excess jell. Cryovac wrapped or similar packaging. Inspection proof & weight must be on containers.	_____rls.	$_____lb.	_____
10.	EGGS, FRESH, SHELL, Grade A. Medium (Clean, unbroken, normal shells) 30 doz. per case	_____cs.	$_____cs.	_____
11.	EGGS, DRIED WHOLE, U.S.D.A. Approved. Not more than 5% moisture. No foreign matter or material shall be in or on the outside of the containers. Pasteurized in a plant approved by USDA and shall show proof of a negative salmonella factor. "Brite-N-Lite" not acceptable. Container size.....25 lb. 50 lb. 120 lbs.	_____lbs. _____lbs. _____lbs.	$_____lb. $_____lb. $_____lb.	_____ _____ _____
12.	SALMON, Pink or Humpback, Chunk style - 50% of the weight must be ½ inch or larger in diameter. #4 cans	_____cs.	$_____cs.	_____

SECTION D - FROZEN GOODS

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
1.	FISH FILLET, Precooked, NASPO Fish Spec #4, Jan.1963. (Style 1, Skinless, same as USDA Grade A) Rectangular shaped, cohering fish flesh, not ground or comminuted, consisting of a single species of adequate drained, whole, wholesome, skinless fillets, cut into uniform portions. Portions must be fresh at freezing, frozen solid within early period after catch & maintained in a frozen state. Storage age of fish must not exceed 12 months after catch and processing. Wrapping must be in waterproof containers, sealed in plastic or other way & carton overwrapped to protect the inner product. 3 oz. uniform sizes of Cod. 12/3# packs or equal per case	_____lbs.	$_____lb	_____
2.	FISH STICKS, 1 oz., breaded pre-cooked Cod; Grade A; not ground or comminuted, consisting of a single species of adequate drained, whole, wholesome, skinless fillets, cut into uniform portions.	_____cs.	$_____lb.	_____
3.	FISH STICKS, 2 or 3 oz. portions. Specifications same as Item #2	_____lbs.	$_____lb.	_____
4.	BROCCOLI, CUT, Grade A; 5/8 - 7/8" uniform cuts; 25% or more head material, Buy in full cases (bid on lb.) Must possess food color, flavor, odor & character; must have uniformity of size & must be practically free from such defects as the presence of sand & other extraneous material detached fragments, poor trim, discoloration & other damage.	_____cs.	$_____lb.	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
5.	BROCCOLI, CHOPPED, Same as Item 4 except chopped instead of cut.	_____cs.	$_____lb.	_____
6.	BROCCOLI, SPEARS, Same as Item 4 except spears instead of cut. 2# boxes; 12/2 per case	_____cs.	$_____lb.	_____
7.	BRUSSEL SPROUTS, Grade A; Small or medium. Free from extraneous material, unbroken, unshriveled, no sprouts or blemished pieces. Buy in full cases (bid by lb.)	_____cs.	$_____lb.	_____
8.	CAULIFLOWER, Grade A (Extra-Fancy) 12/2 lbs., Florets (15-23 lb.) Good trim, no detached fragments with a ricey or glossy appearance. Must have good odor, color & characteristics. Buy in full cases (Bid by lb.)	_____cs.	$_____lb.	_____
9.	CHERRIES, Grade A, Michigan; 5-1 ratio. 30 lb. cans. Fruit must possess a normal flavor; free from such defects as the presence of pits & of mutilated, blemished, scarred or discolored cherries; red in color, firm texture.	_____cns.	$_____lb.	_____
10.	STRAWBERRIES, Grade A Northwest berries. Uniformly pink to red color; good flavor; free from defects (grit, sand, etc.) Firm texture. Four parts berries to one part sugar. 30# cans	_____cns.	$_____can	_____
11.	STRAWBERRIES, Same specifications as Item 10 except Grade A or High B Mexican Berries.	_____cns.	$_____lb.	_____
12.	BLUEBERRIES, Grade A (Choice) Blue in Color, round & uniform. Must have good texture, be free from defects & firmness of color. 30# cans. IQF Dry Pack	_____cns.	$_____lb.	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
13.	MIXED VEGETABLES, Grade A; 20 lb. bulk packages. (Peas, corn, carrots and ½' cut green beans.	_____pkgs.	$_____lb.	_____
14.	SPINACH, CHOPPED, Grade A, 12# bulk. Must possess good flavor and odor; green of color; free of such defects as discolored spots and the presence of sand or grit.	_____pkgs.	$_____lb.	_____
15.	EGGS, FROZEN WHOLE, to consist of yolks and whites in their natural proportions and made into a fairly smooth mixture before freezing. USDA. Packed in 5 lb. Pure-Pak Containers, 6/5lb. containers to the master carton or 30 lb. containers.	_____ctns.	$_____lb.	_____
16.	FROZEN EGG WHITES, Separated whites frozen without added ingredients, Whites may be broken down by being passed through screens or rapidly revolving blades.	_____ctns.	$_____lb.	_____
17.	ORANGE CONCENTRATE, 32 oz. cans 12/case	_____cs.	$_____cs.	_____
18.	PINEAPPLE JUICE, 32 oz. cans; 12/case	_____cs.	$_____cs.	_____
19.	WHIPPED TOPPING, 12/32 oz. cans RICH'S - No Substitute	_____cs.	$_____cs.	_____

SECTION F - PAPER GOODS

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
1.	NAPKINS, PAPER, #332 Dispenser fold, 8 x 13½ 10/M	_____cs.	$_____cs.	_____
2.	BUTTER CHIPS, Plastic Coated 10/1000	_____cs.	$_____cs.	_____
3.	STRAWS, Milk, Plastic or Paper 6½" 50/500	_____cs.	$_____cs.	_____
4.	HANDGUARDS, Medium, Regular MR 100	_____cs.	$_____cs.	_____
5.	HANDGUARDS, Medium, Long MR-100	_____cs.	$_____cs.	_____
6.	HANDGUARDS, Extra Long, MR-100	_____cs.	$_____cs.	_____
7.	CUPS, STYROFOAM, 6 oz., 1/M	_____cs.	$_____cs.	_____
8.	CUPS, WAXED COLD, 7 oz. 2500/case	_____cs.	$_____cs.	_____
9.	CUPS, WAXED COLD, 5 oz. 2500/case	_____cs.	$_____cs.	_____
10.	CUPS, WAXED COLD, 12 oz. 2500/case	_____cs.	$_____cs.	_____
11.	CUPS, COLD, WAX LINED, R-10 25/100	_____cs.	$_____cs.	_____
12.	CUPS, SOUFFLE PORTION, 1¼ oz. 20/250	_____cs.	$_____cs.	_____
13.	CUPS, SOUFFLE PORTION, ¾ oz. 20/250	_____cs.	$_____cs.	_____
14.	CUPS, SOUFFLE PORTION, 3/4 oz. 20/250	_____cs.	$_____cs.	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
15.	CUPS, SOUFFLE PORTION, 4 oz. 20/250	_____cs.	$_____cs.	_____
16.	CUPS, SOUFFLE PORTION, 5½ oz. 20/250	_____cs.	$_____cs.	_____
17.	PLASTIC TRASH CAN LINERS, .0015 gauge, 30 gal.	_____cs.	$_____cs.	_____
18.	ALUMINUM FOIL, 001-1186 ft. 18" wide (25 lbs.)	_____bxs.	$_____bx.	_____
19.	TRANSPARENT PLASTIC OR VINYL FOOD WRAP, 12 x 20 x 60, Heat resistant, use on cold or hot pans.	_____bxs.	$_____bx.	_____
20.	TRANSPARENT PLASTIC OR VINYL FOOD WRAP, 18 x 20 x 1000, heat resistant. Use on cold or hot pans.	_____bxs.	$_____bx.	_____
21.	PLASTIC FORKS, 1000/box	_____bxs.	$_____bx.	_____
22.	PLASTIC SPOONS, 1000/box	_____bxs.	$_____bx.	_____
23.	PLASTIC KNIVES, 1000/box	_____bxs.	$_____bx.	_____
24.	SANDWICH WRAP, 1000/box	_____bxs.	$_____bx.	_____
25.	WAXED PAPER, 24" wide, 75 lb.	_____bxs.	$_____bx.	_____
26.	BAKING CUPS, 12/88	_____cs.	$_____cs.	_____
27.	TABLE COVER, Roll	_____rls.	$_____rl.	_____
28.	HOLLY PAPERS	_____cs.	$_____cs.	_____

SECTION G - SPICES

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
1.	PEPPER, GROUND BLACK, 1 lb.	_____lbs.	$_____lb.	_____
2.	PEPPER, GROUND, BLACK, 6 lb.	_____units	$_____ea.	_____
3.	ALLSPICE, Ground, 1 lb.	_____lbs.	$_____lb.	_____
4.	CELERY SEED, Ground, 1 lb.	_____lbs.	$_____lb.	_____
5.	CELERY SEED, Whole, 1 lb.	_____lbs.	$_____lb.	_____
6.	CHILI POWDER, 1 lb.	_____lbs.	$_____lb.	_____
	6 lbs.	_____units	$_____ea.	_____
7.	CINNAMON, Batavia, 1 lb.	_____lbs.	$_____lb.	_____
	6 lbs.	_____units	$_____ea.	_____
8.	CLOVES, Ground, 1 lb.	_____lbs.	$_____lb.	_____
9.	CREAM OF TARTER, 24 oz.	_____units	$_____ea.	_____
10.	CUMIN SEED, 1 lb.	_____lbs.	$_____lb.	_____
11.	GARLIC SALT, 1 lb.	_____lbs.	$_____lb.	_____
12.	GINGER, Ground, 1 lb.	_____lbs.	$_____lb.	_____
13.	KITCHEN BOUQUET, Qt.	_____qts.	$_____qt.	_____
14.	MSG., 100 lb. Drum	_____drums	$_____drm.	_____
15.	MUSTARD FLOUR, D.S.F., 14 oz.	_____units	$_____ea.	_____
16.	NUTMEG, Ground, 1 lb.	_____lbs.	$_____lb.	_____
17.	OREGANO, Ground, 15 oz.	_____units	$_____ea.	_____
18.	PAPRIKA, Spanish, 1 lb.	_____lbs.	$_____lb.	_____
	5 lb.	_____units	$_____ea.	_____
19.	ONION SALT, 1 lb.	_____lbs.	$_____lb.	_____
20.	SAGE, Rubbed, 9 oz.	_____units	$_____ea.	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATIONS
19.	ONION SALT, 1 lb.	_____lbs.	$_____lb.	_____
20.	SAGE, Rubbed, 9 oz.	_____units	$_____ea.	_____
21.	CELERY SALT, 14 oz.	_____cases	$_____cs.	_____
22.	ONION, Chopped, Dehydrated 6/#10	_____cases	$_____cs.	_____
23.	VANILLA EXTRACT, Gallon 10% Alcohol, 4/case	_____cases	$_____cs.	_____
24.	VANILLA PURE EXTRACT, Quart 12/case	_____cases	$_____cs.	_____
25.	ALMOND, Pure Extract, Pint	_____pts.	$_____pt.	_____
26.	LEMON, Pure Extract, Pint	_____pts.	$_____pt.	_____
27.	FOOD COLORING, PINT, BLUE	_____pts.	$_____pt.	_____
	GREEN	_____pts.	$_____pt.	_____
	RED	_____pts.	$_____pt.	_____
	YELLOW	_____pts.	$_____pt.	_____
28.	BACON, Chopped Bits, 12-1# cans to the case	_____pts.	$_____pt.	_____
29.	CELERY STALKS, sliced, Dehy. 1 lb., 6/case	_____cs.	$_____pt.	_____
30.	GREEN BELL PEPPER DICES, 28 oz., 6/case; dehydrated	_____cs.	$_____cs.	_____
31.	HAM STYLE BASE, 1 lb.	_____units	$_____ea.	_____
	10 lb.	_____units	$_____ea.	_____
	25 lb.	_____units	$_____ea.	_____

SECTION H - MISCELLANEOUS

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
	A. BAKING ITEMS			
1.	SHORTENING, 50# Drums	_____units	$_____drum	_____
	100# Drums	_____units	$_____drum	_____
2.	BAKING POWDER, 4/10# cans Double Action	_____cases	$_____case	_____
3.	BAKING POWDER, 10 lb. can 4 cans/case.Double Action	_____cases	$_____case	_____
4.	BAKING SODA, 24/1 ctns. Pure Sodium Bicarbonate	_____cases	$_____case	_____
5.	DRY YEAST 25 lb.	_____units	$_____each	_____
	50 lbs.	_____units	$_____each	_____
	12/2 lb,	_____cases	$_____case	_____
6.	REDISOL 50 lbs.	_____units	$_____each	_____
	25 lbs.	_____units	$_____each	_____
	10 lbs.	_____units	$_____each	_____
7.	COCONUT,Tropical Flake 10 lbs.	_____units	$_____each	_____
	25 lbs.	_____units	$_____each	_____
8.	MARASCHINO CHERRIES 4/ case ½ gal.	_____case	$_____case	_____
	1 gal.	_____gal.	$_____gal.	_____
9.	OLEOMARGARINE, Bulk, 25 lb. block	_____units	$_____each	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
	B. SAUCES AND DRESSINGS			
1.	WORCESTERSHIRE SAUCE, 4/1 gal.	_____cases	$_____case	_____
2.	CHILI SAUCE, 6/10 gal.	_____cases	$_____case	_____
3.	LIQUID SMOKE, 4/1 gal.	_____cases	$_____case	_____
4.	TABASCO SAUCE	_____cases	$_____case	_____
5.	SOY SAUCE, 4/1 gal.	_____cases	$_____case	_____
6.	MUSTARD, 4/ 1 gal.	_____cases	$_____case	_____
7.	MUSTARD, individual portions	_____cases	$_____case	_____
8.	SALAD DRESSING, 4 gal.	_____units	$_____units	_____
9.	SALAD DRESSING, 4/1 gal.	_____cases	$_____case	_____
10.	SALAD OIL, 5 bal.containers	_____units	$_____each	_____
11.	VINEGAR, C & D, 4/1 gal.	_____cases	$_____case	_____
12.	FRENCH DRESSING, 4/1 gal.	_____cases	$_____case	_____
13.	RUSSIAN DRESSING, 4/1 gal.	_____cases	$_____case	_____
14.	MUSHROOM SOUP, 12/#3 cans	_____cases	$_____case	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THE BIDDER	BIDDER(VENDOR) GIVE BRAND NAME, LIST QUOT IF DIFFERENT FROM SPECIFICATION
	C. DRY ITEMS			
1.	SUGAR, WHITE, Gran. 100#	_____units	$_____each	_____
2.	SUGAR, POWDERED, 100#	_____units	$_____each	_____
3.	SUGAR, BROWN, 100#	_____units	$_____each	_____
4.	SALT, Common iodized table salt. 100# bags.	_____units	$_____each	_____
5.	NOODLES, LASAGNA, 10# box	_____units	$_____each	_____
6.	NOODLES, Med. cut, 10# pkg.	_____pkg.	$_____each	_____
7.	MACRONI, Elbo, 10# pkgs.	_____pkg.	$_____pkg.	_____
8.	SPAGHETTI, Elbo, 10# pkgs.	_____pkg.	$_____pkg.	_____
9.	COFFE, 3# cans Drip	_____cans	$_____can	_____
	Regular	_____cans	$_____can	_____
10.	SALT, Individual portion	_____cases	$_____case	_____
11.	BEANS, Pinto, 100# sacks	_____sacks	$_____sack	_____
12.	BEANS, Great Northern Navy, 100# sacks	_____sacks	$_____sack	_____
13.	CRACKERS, SODA, 4 in individual pack. 280/pack/box.	_____boxes	$_____box	_____
14.	COCOA, 24/2 lbs.	_____cases	$_____case	_____
	25 lb. drum	_____drums	$_____drum	_____

ITEM NO.	ITEM SPECIFICATION	TOTAL QUANTITY	UNIT PRICE SUBMITTED BY THIS BIDDER	BIDDER(VENDOR)GIVE BRAND NAME, LIST COUNT IF DIFFERENT FROM SPECIFICATION
15.	COMPOUND, 24/1# Pure, refined, finely pulverized, 100# drum	_____drums	$_____drum	_____
	D. MISC. ITEMS			
1.	DETERGENT, Liquid, 5/1 gal. size	_____cases	$_____case	_____

Evaluation. Unless a school system uses some sort of effective evaluation system, the "true" low bid may be very difficult to determine. Each system will have to determine which is the most effective way of buying based upon the size of their school, the amount of storage available for their use, the perishability of the food to be purchased, etc.

Buying on price alone may secure a product that is neither acceptable or usable for the school lunch program and therefore would be a waste of school lunch monies.

Sound purchasing practices require that the school officials perform at least the following three procedures:

1. Assure quality control
2. Provide a purchasing time table
3. Develop a purchasing plan.

Written specification can assure quality. Quality is also assured through the use of some type of food purchase evaluation chart or form. The chart on the next page was developed and re-developed by several Kansas School Cafeteria Supervisors as an example of a usable evaluator form.

The sole purpose for the use of such an evaluation method is to see that the school district gets the best buy by use of a comparative test of samples requested from the vendors.

The chart shows how the form is utilized. In the example, cans of green beans from three companies were evaluated. Labels were removed to prevent bias in the evaluation process. The cans were numbered 1, 2, and 3. Lunchroom and other personnel were asked to taste the food and fill out the chart. After this evaluation chart was filled out, the best buy can be determined based on criteria used on the evaluation sheet.

FOOD SERVICE EVALUATION CHART

TYPE OF FOOD _____

Note: Cans are marked with numbers after brand name labels have been removed to prevent bias in evaluation.

Can Numbers	1	2	3	4	5	6
Can Size	#10	#10	#10			
Drained Quantity	63 oz.	51 oz.	61 oz.			
Color	good	pale	good			
Flavor	sweet	bitter	salty			
Tenderness	+	-	+			
Consistency	firm	mushy	firm			
Defects	none	some ends & pieces	none			
Acceptable Uses	reg.veg.	stew	reg.veg.			
Judged Quality	A	C-	A-			
COST PER CAN	1.30	.93	1.21			
COST PER SERVING	.10	.08	.08			

BEST BUY....CAN NUMBER #3

Chapter 3

SOURCES FOR PURCHASING FOOD PRODUCTS

In searching for information relative to sources for purchasing food products, the committee found a chapter entitled, "School Food Service," in a manual written January, 1968, by the Kentucky School Business Officials Association. The following paragraphs are taken from Page 37 of their report.

"Several sources of supply should be secured for all categories of food items purchased. Generally, the choice of a supply source is among wholesalers, institutional suppliers, sales representatives, manufacturers of food products, truck jobbers, brokers and cooperatives. Choice of suppliers is widest for schools located near large urban areas. Some suppliers handle a complete line of food products, while others specialize in only a few.

The selection of sources of supply, will, in most cases, be determined by school board policies, laws, and regulations of the state and locality. Vendors should be selected on the basis of their past performance and qualifications. Restrictions or qualifications may vary from one school system to another.

A supplier should not be requested to bid unless the school board is willing to issue a contract. The process of selecting sources of supply involves the following aspects:

1. Determine eligibility of vendors by their past performance record, a contractor performance bond, inspection of the vendor's plant, and references from satisfied customers.

2. Responsible vendors may be listed to ensure their inclusion on the bid mailing list.

3. Bidding record of the vendor. A list of responsive vendors may be maintained for easy reference. Information should include:

    a. Name of firm
    b. Address
    c. Telephone Number
    d. Items Sold
    e. Discounts or Terms
    f. Data on Quality of Products
    g. Bid Proposal Number and Date
    h. Response on Bids
    i. Dependability in Meeting Deliveries"

The committee has prepared a vendor list which includes the vendors most frequently used in the Hutchinson, Wichita and Emporia Areas. We would encourage each purchasing agent to do additional research and to add those companies which serve their locality. The oversight of any company is not intentional and we have made no effort to eliminate any company from this list.

Food Service Vendors:

Ablah Hotel Supply
800 E. 11th St.
Wichita, Kansas 67214

Armstrong Quality Checked Dairy
202 East Douglas
Wichita, Kansas 67214

Sam Arnholz
Arnholz Coffee Company
920 East First St.
Wichita, Kansas 67202

Beatrice Foods Company
132 North Walnut
Wichita, Kansas

Carl Bell's Wholesale Meats
610 East 13th St.
Wichita, Kansas 67202

Bernard Foods
217 North Jefferson Street
Chicago, Illinois 60606

Chase Poultry
123 South Osage
Wichita, Kansas 67213

Chicken Acres
1311 South McLean Blvd.
Wichita, Kansas 67213

Willard Corn
Corns Market
130 East Ross
Clearwater, Kansas 67026

Clyde E. Cox, Jr.
Cox Produce Co.
117 N. Mosley
Wichita, Kansas 67202

Cream O'Gold Dairies
R. R. #1
Goddard, Kansas 66203

W. E. Davis & Sons, Inc.
6710 North Hudson
Oklahoma City, Oklahoma 73118

Decoursey Tip Top Dairy Foods
1651 S. Sheridan
Wichita, Kansas 67213

DuBois Chemical
634 Broadway
Cincinnati, Ohio 45203

Economic Laboratories
811 E. Waterman
Wichita, Kansas 67202

Edward Don
2201 S. LaSalle St.
Chicago, Illinois 60616

Emporia Wholesale Coffee Co.
309 Merchant St.
Emporia, Kansas 66801

F & E Wholesale Grocery
701 East Second
Wichita, Kansas 67201

Tom Foley Meat Company
508 East 21st St.
Wichita, Kansas 67214

Ed Toplikar
R. T. French Company
5139 Buena Vista
Shawnee Mission, Kansas 66205

Fred Boston
2202 S. Fountain
Wichita, Kansas 67218

Hobart Company
1140 North Mosley
Wichita, Kansas 67211

Hyde Park Dairy
943 South McLean Blvd.
Wichita, Kansas 67213

I.S.I.S. Foods, Inc.
1500 West 12th St.
Kansas City, Missouri 64101

Jacksons Frozen Foods
13 West 6th
Hutchinson, Kansas 67501

Jordan Egg Company
1237 Lulu
Wichita, Kansas 67211

Kansas Foundation For Blind
223 West Third St.
Wichita, Kansas 67213

Kitty Clover
2914 South Spruce
Wichita, Kansas 67213

Kline's Meat Market
825 West Douglas
Wichita, Kansas

Kraft Foods
427 Washington
Wichita, Kansas 67201

Kenneth Gilcrease
Lance, Inc.
735 Riverview
Derby, Kansas 67037

Mid-Central Frozen Food
1656 Washington Street
Kansas City, Missouri 64108

McCormick and Company
Baltimore 2, Maryland

Poehler Wholesale
P. O. Box 350
McPherson, Kansas 67460

Betts Rainbo
123rd Avenue
Hutchinson, Kansas 67501

Rainbo Bakery
2530 Southeast Drive
Wichita, Kansas 67216

Ranney Davis Wholesale Grocers
820 East Second St.
Wichita, Kansas 67201

Richardson Wholesale Produce
141 South Rock Island
Wichita, Kansas 67203

Gamble Robinson
700 North Kansas
Topeka, Kansas

Scrivner Boogart Inc.
2983 East Apache
Tulsa, Oklahoma 74101

John Sexton & Company
Jerry Scholler
748 South Dellrose
Wichita, Kansas

Smith's Market
211 South Main
Hutchinson, Kansas 67501

Southwest Paper Company
140 North Mosley
Wichita, Kansas 67202

Southwest Sales Company
201 North Osage
Wichita, Kansas 67203

Steffen Dairy Food Company
700 East Central
Wichita, Kansas 67203

Washburn's Packing Company
28 North Superior
Hutchinson, Kansas 67501

Western Packing Company
700 North St. Francis
Wichita, Kansas 67214

Wichita Frozen Foods
124 South Rock Island
Wichita, Kansas 67202

Wichita Paper Company
2929 South Minneapolis
Wichita, Kansas 67216

W.L.S. Distributing Company
2034 Northern
Wichita, Kansas 67216

Chapter 4

STORAGE OF FOOD PRODUCTS AND INVENTORY PROCEDURES

The administrators of a school lunch program should be concerned with the receiving, storage and inventory of their food products and supplies. Considerable loss of time and products can result from improper control of these factors.

Receiving and Inspection. Every school system should set up a method, whereby all deliveries are inspected and counted immediately after receiving them. In reality, inspection and counting is a part of receiving. The inspector should see if the products delivered agree with the invoice and the purchase order. When receiving canned goods, the inspector should make sure the labels correspond with those ordered and that the prices agree with the purchase order. Many companies sell the same product at different prices and it has proved to be profitable to make sure the invoice agrees with the purchase order. It is best to do this, as soon as possible, after the delivery so that the merchandise is not used or moved until the buyer and vendor agree on the conditions of the sale should there be any misunderstanding.

The inspector should check the merchandise for damage and in cases where damage would effect the use of the product, the vendor and the trucking firm should be notified immediately by phone.

Storage of Food Products. Proper storage and handling between the time of delivery and the time of use can determine the value and the usability of the food product. Handling of goods, after they are received, is important in the preservation of quality and quantity. Frequent moving of food products from one storage location to another increases the opportunity for damage and in some cases, loss by means of pilferage. Most unified school districts could well afford to purchase or build proper storage and warehouse facilities. Not only do they experience a savings in purchasing in quantity, but also experience some savings when they are assured of proper storage controls and conditions.

In evaluating warehouse facilities and storage conditions, one should consider four major items. These items for consideration are:

Proper Ventilation
Temperature Control
Cleanliness
Ease of Access

Ventilation is important for all kinds of food products. This includes canned goods, sack goods and box goods. Proper ventilation is assured if the building has facilities for ventilation and if the shelves or stacking facilities allow for air movement. At all times food goods should be stored off the floor. This can be done by constructing pallets or using shelf structures of one kind or another. Storage by means of pallets is usually the best in that it allows you to stack one case on the other and space between the shelves is not lost. Some storage facilities should install exhaust fans or ventilation grates in the doors.

Temperature control is also important for canned goods, dry storage items and frozen goods. In general, a warehouse should be kept below 60° if at all possible. Extreme heat will cause canned goods to expand and in some cases to spoil. Flour and sugar can be stored in the same facility as canned goods if the temperature is well below 60°. When facilities allow, flour should be stored in refrigeration if kept over during the summer months. We will not discuss temperatures for fresh fruits and vegetables and frozen items as the temperature is usually specified by the vendor and these temperature requirements should be adhered to if at all possible. The vendor is not responsible for the freshness of a product if temperature controls, as stipulated on the package, are not adhered to.

Cleanliness in the warehouse is a very important factor in controlling insects and rodents. Spillage of food products should be cleaned up immediately. We suggest that all schools contract insect and rodent control with an exterminating company.

The movement of dirty and damaged products to the lunchroom will cause an effect of sloppiness among the employees in the lunchroom. If the labor supply is ample, warehouse employees should be instructed to dust and clean the cans prior to shipment to the lunchroom. Pallets and shelving units should be spaced to allow movement of trucks up and down the aisles. Employees should not be required to carry cases of canned goods. The spacing of pallets and shelf units of at least 36 inches apart will allow for the movement of trucks and also allow for air movement.

Inventory and Control. Research Bulletin Number 22 as published by the Association of School Business Officials, deals in detail with the problems of inventory control and inventory data. The following information is taken from pages 108 and 109 from this bulletin.

The maintenance of adequate records of supplies and equipment available for issue in the central warehouse is a prime requisite of good school business management. The purchasing official is specifically charged with the duty of seeing that public funds, converted to material things--inventory, are not subject to loss or administrative mismanagement.

An important first decision to be made in organizing the inventory system involves the selection of the type of control records to be maintained. The two types of systems in operation are (1) perpetual inventory and (2) periodic inventory.

The perpetual inventory system records an up-to-date, continuous tabulation of materials on hand and reflect the current status of receipts and stock issues on coded inventory control cards. The periodic inventory reflects an accurate tabulation of stock only after an actual physical count and is used primarily in connection with annual requisitioning and one-a-year large volume orders.

The perpetual inventory system provides a more complete stock management device and is particularly well suited to the control required in the operation of an active, central storage warehouse. Several factors generally influence the final choice of system, such as: (1) organization of the business office and adequacy of staff, (2) volume of stock and frequency of issue, (3) size of the central storage facilities, and (4) effectiveness of inter-office channels of communication.

Filing System

1. Many different types of filing systems can be developed to speed up the process of locating the stock record card for a particular item. Where manual posting is used or machine accounting methods are installed (other than punched card or tabulating equipment) one or more of the following types of equipment is necessary.

   a. Vertical filing units--box drawer index card files
   b. Visible index record units--such as:
      (1) Tray files
      (2) Wheel files
      (3) Tub Files

2. Visible index type filing systems are particularly effective when the volume of stock is large and stock record cards must be cross indexed or located rapidly.

3. The choice of equipment used should be selected on the basis of the following criteria:

   a. Compactness--floor space, accessibility of cards
   b. Flexibility--card size choice, adaptability to machine posting speed of card extraction, expansion
   c. Work use arrangement--design of equipment, size, posting, convenience, fatigue factors in use
   d. Speed of use--card location, method of indexing, reference tabs and indexing equipment

Form of Inventory Records

1. Except in the largest city school districts, using IBM punched cards or other data processing systems, perpetual inventory record systems have been established on a machine or manual posting basis, using various forms of pre-printed index-type stock record cards.

2. Stock record cards should be designed in a size adequate to record a complete history of the stock item as well as to reflect certain features of the item necessary for accounting control. The following basic characteristics should govern the type of record card used and its design.
   a. Easy to read and understand
   b. Adequate size to permit frequent stock receipt and issue entries
   c. Provide a complete description of the item
   d. Adaptable for easy abstraction of stock information

3. Information contained on a typical stock record card usually includes the following:

   a. Description of commodity and stock number
   b. Minimum and maximum ordering quantities
   c. Standard package quantity and unit of measure
   d. Vertical columns for ordering information:
      (1) Date of order, order number, and quantity ordered
   e. Vertical columns for receiving information:
      (1) Date received, quantity received, unit cost
   f. A column should be provided for entering current unit cost for each transaction
   g. Vertical columns for issue and requisition information:
      (1) Date of issue
      (2) Quantity issued
      (3) School or department
      (4) Balance on hand
      (5) Requisition number

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h. Horizontal lines are spaced across the card on which the individual transaction entries are posted by order or issue.
i. Space should be provided at the bottom of the card for entering the names of at least four vendors known to supply the item.
j. The back side of the card can carry ruling and columns for issue information since only a minimum of space will be needed for recording ordering and receiving information.

Location of Inventory Records:

1. Perpetual inventory systems require full-time maintenance and should be the only stock record system maintained, except where it is found necessary to establish supplementary locator card records in the warehouse office.

2. The activity of posting stock receipts and issues to the perpetual inventory records should be separated from the activity of receiving, storage and distribution to safeguard the reliability of the control system.

3. By establishing the activity of inventory record maintenance in the central purchasing office, a definite relationship is established between the physical control and the accounting control, and a more adequate inventory system is then insured.

4. Central control over the posting of supply records limits the possibility of unaccounted-for losses as well as unauthorized issues or misuses of warehouse stock."

Storage Control. Most schools of any size have some problems with employees taking small amounts home with them. Amateur thieves also are aware that the school lunch warehouse is a good source for a quick food supply. When one considers that custodians, maintenance personnel, lunchroom employees and even students have access to school kitchens and warehouses, it is well for us to consider what can be done to reduce pilfering. Recently we ran into a list of suggestions for managers for retail stores, which we have adapted to a school situation.

1. Managers and supervisors must recognize the possibility of pilfering and accept the responsibility for controlling it.

2. Managers and supervisors should adopt a policy of not allowing samples or left-overs to be taken home.

3. Exercise consistent controls through your inventory system.

4. Make every effort to make pilfering by employees difficult and know exactly when and where losses start and occur.

5. Enforce the rules and inform your employees to keep their eyes open.

6. Managers and Supervisors must adopt the philosophy that their employees are just as susceptable to temptation as anyone else and take steps to remove the temptations.

7. Report minor losses to the proper authorities and administrative personnel.

Chapter V

TYPE OF SCHOOL FOOD SERVICE MANAGEMENT

Every school lunch program begins or is modified in the Board of Education Room with the Board, the Superintendent and his subordinates working out the five procedural steps mentioned below. They are responsible for the administration of an educationally and financially sound and efficient program. Jointly the Board and the Administration are responsible for the overall planning for a school lunch program. Following are some procedural steps concerning new or modified school lunch programs.

1. Starts or is modified in the Board of Education Room
2. Decide on the type of management.
3. Decide on centralized or decentralized program.
4. Decide on type of food service.
5. Have the Board adopt policies, rules and regulations and other administrative procedures.

One of the first, if not the first, step in a new lunch program is that the Board of Education decides whether the school lunch program shall be Board operated or a concession type of operation. The Board of Education food service operation is the one which is most prevalent throughout the United States. In this operation, the Board employees a school lunch supervisor as a person in charge of the total program. This person provides coordination and active direction for the entire food service program.

The food service supervisor's responsibility for coordination assumes basically two different forms: (1) the first deals with internal coordination of the food service programs among the individual schools within the district, (2) the second is the leadership role that the supervisor assumes in relating the program to the total school program. The supervisor must work closely with the building administrator to assure that the program is integrated into the total school program. Detailed written policies must be developed to reduce duplication of efforts and to eliminate confusion between the two administrators--the building principal and the food service supervisor.

In the concession type of operation a local individual or group or a food management company operates the school lunch program with the consent of the Board of Education. While this type of program seems to be in the minority, there appears to be an increase in this type of operation.

If the program is to be Board operated, an additional decision which is to be made is whether the program is to be a centralized or decentralized program or a combination of the two. A decentralized operation is one in which the building principal is held responsible for the general operation of the program. In a centralized system, the programs of the individual schools are administrated and controlled from the central office. A modification of the two programs might, in larger districts, see several schools having centralized kitchens with "feeder routes" to surrounding or satellite schools.

Authorities disagree on the relative merits of centralized versus the decentralized school lunch program.

For the food service program to function most efficiently, some central office administrator should be responsible for the program. This should relieve the building administrator for the chief responsibility--the educational program. In a decentralized operation, responsibility for supervising and controlling the program resides at the building level. In many situations, local officials desire to retain the control and operation of the program for various reasons.

Under the centralized or base kitchen operation, the food is prepared in one facility designed soley for food preparation and then transported and served in the receiving schools. A recent study (Livonia, Michigan) indicated that lunches served under the centralized kitchen concept, realized a savings of over five cents a meal when compared with the conventional kitchen concept.

Also, the central kitchen operation allows for greater specialization of labor, reduced capital costs, increased economies in purchasing, better use of equipment and more efficient food preparation.

Disadvantages of the central kitchen operation would be as follows: loss of identification of the program with the local schools, standardization of the menu, transportation and communication problems.

Chapter 6

STATUS OF AND FUTURE PROSPECTS OF THE SCHOOL LUNCH PROGRAM

This school year, approximately 243,000 Kansas school students are participating in the Type A Lunch Program. The program involves more than 1,000 kitchens and funds provided by the Federal and State Governments total almost two million dollars in Kansas. In addition to the Type A Lunch Program, Kansas receives another two million dollars for the balance of the school food programs.

The State of Kansas is experimenting with a breakfast program in forty, one locations involving 1,262 students. State officials indicate that more funds are available for breakfasts than are being used. The present policy allows a school up to fifteen cents per breakfast.

In December of 1969, the White House Conference on Food, Nutrition and Health provided new goals and guidelines for Congress and the President of the United States. In brief the guidelines are as follows:

1. The School Lunch Program is to be the national vehicle to combat hunger and malnutrition.
2. That those items which can be implimented immediately must be pushed first.
3. That the President should declare a national hunger emergency.
4. That the Lunch Program should be fully funded.
5. To provide free lunches for the needy.
6. To begin school breakfasts.
7. To provide 1/3 to 1/2 of the recommended daily diet.
8. That the School Lunch Program be broadened to include pre-school and elderly.
9. To provide free meals for all by 1975.
10. New monies should be provided so as to not hurt existing programs.
11. That this program to fight hunger should be separated from the Surplus Commodity Distribution Program.

12. To establish a National Council for Food and Nutrition to safeguard the program.

13. The use of school facilities should be expanded so as to accommodate this plan and to provide efficient service to the community at large during an emergency.

14. The goal for the seventies include:

    a. Free meals to all the poor in 1971.

    b. Free meals to all pupils by 1970 to meet 1/3 of a child's daily recommended dietary needs.

    c. To meet the need to supply all school day nutritional needs for all pupils at no cost to the individual pupil by 1975.

In view of these facts and goals, the school administrator dealing with the Foods Program, has a set of new problems. How far should the Business Administrator become involved? Some of the following questions need to be faced and evaluated:

1. Should we strive to alter the curriculum to stress foods and their values?

2. What effect does nutrition have on the product we buy?

3. How will free meals effect the administration of the lunch program?

4. When do we get involved in the breakfast program?

5. What community involvements should we seek to encourage, in order to get community support?

6. What problems will we encounter when free meals are served to all in 1975. Will we have space to match the increased participation? Will our kitchens have the equipment and capacity to produce the needed meals?

7. What training programs should we have in process now?

Since this is a Business Administration Bulletin, we feel these questions are meaningful and may help us as we attempt to look ahead and to be prepared when the need arises.

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